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ABSTRACT

This text describes the role and responsibilities of vocational guidance personnel--the counselor, teacher, and administrator--at all levels. Chapter 1 first offers a definition of vocational guidance suitable and general enough for all levels including kindergarten through post-high school. General functions of a comprehensive vocational guidance program are then outlined and followed by activities that may be performed by the vocational counselor, general counselor, special education counselor, or vocational education coordinator. These include educational and occupational information services, vocational appraisal, vocational counseling, placement, parent counsultation, staff consultation, research and evaluation, public information, and planning and development. Chapters 2 through 5 focus on vocational guidance at the elementary, middle school, senior high, and post-high school levels. In each chapter the roles and responsibilities of each member of the vocational guidance team at that level are defined, and basic activities that may be conducted by the vocational guidance team are described. (YLB)

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The Vocational Counselor and Guidance Team

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First Edition

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The Vocational Counselor and Guidance Team

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Preface

A clear description of the role and responsibilities of vocational guidance personnel has been long overdue. Changes in values and technology have created changes in methods used in vocational guidance. Therefore, this text focuses on the role and responsibilities of those involved in vocational guidance, clearly identifying those of key personnel such as the counselor, teacher, and administrator. All levels are emphasized—elementary through postsecondary. The team approach, where professional educators work together, is advocated in order to maximize impact on the vocational guidance needs of students. This manuscript presents information that is essential for the practitioner, counselor, teacher, special educator, placement coordinator, and administrator. The material presented also is valuable to the students learning about vocational guidance and wanting to develop a strong vocational guidance program. It is believed that an effective program requires a clear understanding of the role and responsibilities of key personnel. This text should be helpful in that effort.

Robert L. Smith, Ph.D.

East Texas State University
January 1983

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Chapter 1

ROLE AND RESPONSIBILITIES OF VOCATIONAL GUIDANCE PERSONNEL

Introduction

The adolescent is faced with the crises of searching for a place and function within society which is compatible with self and with the opportunities provided by that society. To individually resolve these crises is to confirm one's vocational identity. In order to move in this direction, the vocational guidance team needs to take upon itself a greater proactive role in working both within and outside of the school system toward the total development of the individual, with major emphasis placed on vocational development. Vocational guidance is thus defined as a process involving traditional and innovative activities aimed toward helping students make life and vocational decisions that are compatible with the unique characteristics of each. Specific activities related to vocational guidance have become more sophisticated, and thus have creatively changed over the decades. The end result of effective vocational guidance has not changed, however, and today remains similar to the definition Puffer gave in 1913 as "meaning getting a proper job for the youth; and meaning also getting a proper youth for the job" (J. Adams Puffer, *Vocational Guidance,* Rand McNally & Co, New York, 1913).

The vocational guidance team is defined as comprising the vocational counselor, teacher, academic counselor, vocational director, placement coordinator, occupational investigation teacher, exploration teacher, administrator, i.e., all school personnel working together. The vocational guidance team finds public support for increased and more creative vocational guidance services, taking upon itself a more expansive role consisting of greater responsibilities in providing effective services to students because of the following:

1. The realization of the important role of work in relation to all aspects of one's life.

2. The growing importance of the need for accurate up-to-date vocational information by all youth relating to all jobs, despite the amount of training and/or additional education needed for that job.

3. The recognized need by parents and students alike of a saleable skill upon completion of formal education and/or training.

4. The recognition by parents and students of the multitude of factors such as communication ability, attitude, perseverance, etc., that relate to long-range continued vocational success and development.

5. The growing complexity in the occupational and organizational structure of society which makes it difficult for a person to assimilate and organize the data necessary to formulate a career.

6. The rapid technological change demanding human adaptability and responsiveness.

7. The increasing national concern with the need to develop all human talent, including the talents of women and minorities.

8. The continued individual search for values which will give meaning to one's life and one's work.

9. The continued need for specialized training to obtain entry-level jobs.

10. The expressed disenchantment by students who have difficulty relating their education to their lives and future work-role.

It is recognized that roles and responsibilities of guidance personnel vary due to perceived needs of students within a school system, allotted professional positions in each system, characteristics of administration, faculty and staff, line-staff relationships, budgets, community make-up, community influence, and others. All of the above will greatly influence the amount of effort and time devoted to vocational guidance services. However, it is still believed that a common set of services can be provided by a professional guidance team within most school systems at all levels, despite unique differences. It is also believed that a basic, somewhat general, role and the set of responsibilities performed by vocational guidance personnel can be identified to provide a starting point for many school systems and the employed personnel within those systems.

Through identification of the role and responsibilities of vocational guidance team personnel one can clearly see the interrelationships between school service personnel and the importance of a cooperative working relationship between the vocational counselor, teacher, academic counselor, and vocational director in order to provide the highest quality vocational guidance services to students. This text identifies the basic role and responsibilities of an effective vocational guidance program in the following organized manner: first, by focusing on the definition of vocational guidance suitable and general enough for all levels—kindergarten through post-high school; second, by identifying general functions of an effective vocational guidance program that would again be basic to all levels of education; and third, by more specifically focusing on vocational guidance personnel, their role and responsibilities, and example activities relating to vocational guidance at each of the four levels.

This text also provides a Vocational Guidance Model stressing the importance of vocational guidance as a comprehensive activity that is systemized and coordinated at the earliest educational level, and then continued past high school. Stress is placed on cooperation between school personnel at each level, and on the interrelationship between each level, in order to provide long-range comprehensive vocational guidance services to others.

Definition of Vocational Guidance

Vocational Gudiance has already been defined as *"a process* involving *traditional* and *innovative activities* aimed toward helping the students make *life* and *vocational decisions* that are *compatible* with each one's unique characteristics." Several key points are inherent in this definition.

Process is emphasized since vocational guidance is seen as continuing rather than as something that takes place at a given point in relation to one's life. At the earliest level, the student begins to become aware of the importance of attitude in relation to work advancement and success. A multitude of vocational guidance activities, beginning at the early elementary level and continuing throughout one's formal education, are included in this process. Under vocational guidance can be found the most traditional, yet sometimes most effective, activities being performed.

Testing, most often associated with a trait-factor approach to vocational guidance, is included in this category. Few would argue about the importance of one's aptitude in relation to vocational selection, for example. Over the years, the Parsonian model of identifying client characteristics, identifying job opportunities, and matching the two has become more sophisticated. Elaborate innovative computerized systems have been developed to assist in the information dissemination function of the vocational guidance program. Game simulations exemplifying actual work laboratories have provided the student with the opportunity to quickly explore and get a feel for a number of potential vocations. The end result relates to a vocational decision, or a series of decisions, made by the student. Decisions about life style, values and work, and geographic work preference area all relate to vocational guidance and eventual vocational choice. The most comprehensive and effective vocational guidance programs will provide activities that relate to the above areas. In the long run, the effective vocational guidance program will provide the student with enough experiences and opportunities to select a vocation or series of vocations that are compatible with one's unique characteristics. When this is accomplished the individual and society will benefit.

In relation to the above definition of vocational guidance, the following functions are outlined. The included general functions of a comprehensive vocational guidance program can relate to all levels.

General Functions of a Comprehensive Vocational Guidance Program

The general functions of a comprehensive vocational guidance program can be performed by one or several members of the vocational guidance team within a particular school system. Functions are defined broadly and are followed by activities that may be performed by a number of individuals within the school, including the vocational counselor, general counselor, special education counselor, or the vocational education coordinator. This format is followed in order to emphasize that in many school systems job responsibilities cannot be mutually exclusive. In small schools, the vocational counselor or general counselor may have to address all of the activities; in the larger school setting the activities will be shared by all persons working as a vocational guidance team. The following two sources have served as guide-

lines for developing this section: *Administrators Guide to Guidance Services in Texas Public Schools,* Texas Education Agency, 1970; and the National Vocational Guidance Association, American Vocational Association *Joint Position Paper on Career Development,* July, 1973.

Educational and Occupational Information Service

Members of the vocational guidance team collect and disseminate information concerning vocational trends; local, state, and national vocational opportunities; school training and curricula offerings; opportunities for further training and education; and all other relevant data that would help in the student's occupational and educational planning. Activities relating to this function include:

- Identifying sources of up-to-date occupational information and evaluating sources in a systematic manner
- Collecting and disseminating to pupils and parents information concerning vocational opportunities, opportunities for further education and training, and school curricular offerings
- Assisting pupils and parents in relating the pupil's interests, aptitude, and abilities to current and future occupational and educational opportunities and requirements, long-range vocational plans, and choices
- Assisting pupils and parents in understanding procedures for making applications and planning for financing the pupil's training or educational goals beyond high school
- Assistsing pupils in obtaining information about educational and occupational opportunities in the military service
- Consulting with school administrators and members of the school faculty relative to the vocational training and other curruculm offerings which will meet the abilities, interest, and needs of pupils

- Providing information to parents regarding vocational training and educational opportunities for the handicapped during early childhood—sponsored by local educational agency, state agencies, and private agencies

- Providing information regarding the nature of various handicapped conditions, etiology, treatment, and remediation, and their effects in relation to future vocational planning

- Providing information to help students, parents, and faculty understand the articulation of various types, levels, and arrangements of vocational education services with the total school program

- Providing information regarding vocational training opportunities outside the local school setting which assists the handicapped during the early years—state and private agencies

- Collecting and disseminating educational and occupational information appropriate to the needs of special education pupils to these pupils, their parents, and professional personnel involved with these pupils

- Providing information regarding vocational and educational opportunities outside the local school setting which assist the handicapped during the secondary school years—state and private agencies

- Identifying, collecting and improving materials, equipment, and other resources which may be utilized in the dissemination of occupational information

- Coordinating the development and implementation of an occupational education orientation program for the purpose of informing students of the availability of vocational education programs at all levels in both private and public agencies

- Evaluating methods of collecting and disseminating occupational and educational information in a systematic manner

Vocational Appraisal

Vocational Guidance team members provide leadership in selection of tests in appraisal; scheduling the testing program; interpreting results to pupils, parents, and teachers; and supervising, recording, and storing the results. The appraisal function may also include indentifying pupils with special abilities or needs, and training teachers in the proper administration and use of standardized achievement tests. Test item analysis and follow-through interpretation are stressed. Activities relating to this function include:

- Developing a systematic appraisal program through such means as interviews, standardized test scores, academic records, records of past experiences, inventories, and rating scales
- Coordinating the organization and maintenance of files of pupil data
- Interpreting appropriate pupil information to pupils, parents, teachers, administrators, and others professionally concerned with the pupil
- Identifying pupils with special abilities or needs for referral for more comprehensive vocational appraisal
- Taking advantage of available data processing equipment for facilitating the processing and transmission of pupil data
- Assisting the Educational Diagnostician and Appraisal Team in establishing an appraisal program which will identify handicapped children
- Assisting in implementing an appraisal program by providing the social assessment of the referred child—family history, relevant socio-economic factors, developmental information about the child that will be helpful in long-range vocational planning
- Assisting in the identification of students who may benefit from enrollment in occupational education

- Selecting appraisal instruments for the purpose of identifying occupational aptitudes, abilities, and interests of students
- Assisting in the identification of students needing and desiring programs of occupational education
- Assisting in administering, scoring, and interpreting occupational aptitude tests
- Assisting other counseling personnel in interpreting data to students, parents, teachers, administrators, and other professionals concerned with the pupils.

Vocational Counseling

Vocational Counseling involves the counselor assisting the student in reaching a decision or solution regarding vocational plans. The skillful counselor provides assistance in the counseling session through a variety of methods, such as exploring alternatives, providing information, or just listening as the student talks about plans. The purpose of such counseling is to assist pupils in working out solutions regarding vocational decisions, while recognizing how these decisions relate to educational and social concerns. Activities relating to this function include:

- Assisting students when necessary while they are pursuing a vocational program
- Assisting the pupil in understanding and accepting oneself as an individual, thereby making it possible for the pupil to express and develop an awareness of one's own ideas, feelings, values, and needs in relation to vocational planning
- Furnishing occupational, personal, and environmental information to the pupil, as required, regarding plans, choices, or problems
- Seeking to develop in the pupil a greater ability to cope with vocational choices, solve problems, and develop a competence in making decisions related to future vocational and life plans

- Securing information from home and school which contribute to better understanding of the student
- Helping improve the child's perception of self and future vocational plans by demonstrating acceptance and by offering reassurance
- Counseling special education pupils both individually and in groups to assist them in overcoming personal and social problems affecting future vocational choices
- Counseling special education pupils to assist them in understanding and accepting their limitations and abilities, thus promoting realistic occupational and educational planning

Placement Services

The vocational guidance team provides placement services for individual pupils by assisting them in making appropriate choices of vocational programs and courses of study. It also helps students in making the transition to outside job training programs, from one school level to another, and from school to employment. Placement thereby involves the informational services of educational and occupational planning, pupil appraisal, and counseling assistance appropriate to the pupil's choices and progress in selected vocational programs, school subjects, extracurricular and community activities, and employment. Activities relating to this function include:

- Coordinating the development and operation of a placement service for vocational students; job placement for those desiring to enter employment, and assistance in placement in vocational-technical programs in the post-secondary institutions
- Gathering data related to evaluating placement and vocational training
- Assisting in review of the placement program in terms of improving its activities

- Helping pupils and parents make a long-range plan of study for the high school years, and assuming responsibility for periodic review and revision of such plans according to need as shown by such factors as change in the curriculum, pupil appraisal data, school achievement, the pupil's maturity, and new goals

- Planning with administrators, teachers, and special education personnel (1) to provide appropriate classroom placement for pupils with special abilities or disabilities, and (2) to establish procedures for course selection by pupils and grouping of pupils

- Furnishing pupil data to the receiving school when a pupil transfers, obtaining data for new pupils, and providing individual data to educational and training institutions, prospective employers, and employment agencies

- Assisting in giving pupils and parents an understanding of procedures for making applications and financial plans for attending educational or training institutions, and for making application for employment

- Conferring with admissions personnel and personnel directors, and visiting educational and training institutions as well as business industries applicable to pupils in the school

- Assisting as a member of the Admission, Review and Dismissal (ARD) Committee in the appropriate educational placement of the child in the Program for the Handicapped, in annual review of this placement, and dismissal from the program when special education services are no longer needed

- Assisting as a member of the ARD Committee in the proper placement of the special education pupil in either:

  (1) Regular vocational education program

  (2) College preparation program

Parent Consultation

Vocational Guidance team members provide continuous consultation to help the parent understand the child, the vocational training opportunities, and the purpose of the school; and to develop a realistic view of the child's potential in relation to future vocational plans. Activities relating to this function include:

- Providing parents with information about occupational education course offerings, occupational opportunities and requirements, and resources that can contribute to the development of occupational competencies for their children
- Interpreting the vocational guidance and counseling services of the school
- Assisting parents in developing realistic perceptions of their children's aptitudes, abilities, interests, attitudes, and development as related to vocational and educational planning, school progress, and personal-social development
- Providing parents with information about vocational occupational opportunities and requirements, and resources that can contribute to the fullest development of their children
- Interpreting the philosophy and rationale behind special education services in relation to vocational planning
- Helping parents gain realistic perception of limitations in children, and willingness to come to terms with those limitations
- Facilitating child growth through parent counseling by laying out a program of activity for the home with concrete directions for handling the child; and guiding the parents in consistently maintaining a new approach

Staff Consultation

A Vocational Guidance team gives help and assistance to the administrator on problems of policies and practices which may be adversely affecting the attitudes, feelings, and learning of students as these relate to vocational development and future plans. The policies might include vocational program offerings, program selection procedures, grading, methods of reporting to parents, methods of grouping, school promotions, and planning the total school program. Other functions may include interpretation of appraisal data developing a student-centered point of view through case conferences, and providing vocational group guidance experiences within the instructional setting. Activities relating to this function include:

- Working with "feeder" schools in providing vocational guidance services
- Assisting counselors and other personnel in identifying pupils with special occupational needs
- Participating in in-service training programs, staff meetings, and district and state meetings for the purpose of assisting the staff in improving the total program of vocational services in the school
- Assisting all guidance personnel in providing vocational guidance services
- Providing information on follow-up studies and employment trends
- Sharing appropriate pupil data with staff members, with due regard to confidentiality
- Helping teachers to identify pupils with special vocational needs or problems and keeping teachers informed of developments concerning individual upon the vocational and subject matter situation
- Interpreting to the general faculty the philosophy and rationale behind special education services and vocational training

- Providing the faculty with information regarding vocational opportunities for the handicapped outside the local school setting
- Providing teachers and other professional personnel with appropriate guidance materials to aid in vocational and educational student planning
- Assisting teachers in providing vocational group guidance experience for pupils
- Providing materials and information concerning such matters as the characteristics and needs of the pupil population, follow-up studies, and employment trends for use in curriculm study and revision

Research and Evaluation

Research in vocational guidance is concerned with the study of pupil needs and how well school services and activities are meeting those needs. The vocational guidance team plays a role of leadership in determining the need for research and evaluation, conducting or cooperating in research and evaluation studies, and interpreting findings to members of the school staff. Additional vocational training programs, practices, and services are recommended, based on systematic research and evaluation. Activities relating to this function include:

- Coordinating the development and operation of a follow-up program on vocational students
- Assisting in evaluation of the vocational education and guidance program
- Contributing to development and implementation of research designed to improve vocational guidance services
- Interpreting findings of research in vocational guidance to the staff and other agencies involved in vocational education

- Maintaining records on:

  (1) Follow-up of graduates or pupils who have withdrawn

  (2) Relationship of scholastic aptitude and achievement to selection of courses of study, class placement, and occupational placement

  (3) Characteristics, as well as educational and guidance needs, of the pupils

  (4) Occupational trends

  (5) Evaluation of the school's vocational guidance services contributing to research and evaluation of the district's vocational guidance services in relation to special education services

Public Information

Vocational guidance team members are responsible for interpreting the vocational guidance services of the school to school staff, parents, and the community. Activities relating to this function include:

- Assisting in the development and operation of a public relations program for vocational education and guidance
- Participating in programs of civic organizations and other community groups
- Preparing or furnishing information for articles in school and community publications
- Assisting in programs for presentation by radio or television
- Informing the public through all available media of the purposes and services of the district's programs of vocational guidance and special education services

Planning and Development

An effective vocational guidance program in a school results from cooperative effort of the entire staff in planning and development. A sound organizational plan for the administration of a vocational guidance program includes clearly written goals, direct responsibilities, long-range planning, and systematic evaluation. Activities relating to this function include:

- Assisting in defining objectives of the program of vocational guidance services
- Assisting in identifying the vocational guidance needs of all students
- Assisting in developing plans for action
- Coordinating the vocational aspects of the guidance program planning
- Assisting in evaluating the vocational aspects of the guidance program and assisting other members of the school staff in evaluating their contribution to the services
- Formulating philosophy, goals, objectives, services, and activities based on defined vocational guidance needs
- Assisting all school personnel in developing necessary vocational guidance services, understanding and participating in those services, and coordinating all aspects of the program in a meaningful sequence
- Designing and implementing evaluation of the vocational guidance program
- Taking a leadership role in determining the needs of the special education students at the secondary school level and, in order to meet these needs as a segment of the district's total program, designing, implementing, and evaluating vocational guidance services.

Chapter 2

VOCATIONAL GUIDANCE AT THE ELEMENTARY LEVEL

Introduction

Few individuals would disagree with the view that the basic educational goal today is to develop the whole child—mentally emotionally, physically, and vocationally—thus educating a mature individual able to enter society as a productive person. This may be achieved by providing those experiences within the classroom which will develop habits, attitudes, values, interests and essential skills conducive to becoming a well-adjusted individual. A person's attitudes and values affect the view of work in general, and of potential occupational fields. Therefore, it is important that a vocational guidance program be implemented at the elementary level as an intervention source in terms of self-concept, attitude, and values development. It is commonly agreed that this development begins at about age two or three, and is fairly well set by about age eight or nine (Stevenson, 1973). Thus, it is imperative for vocational guidance to begin in the early school years.

The elementary years are considered a time of curiosity and inquiry, trial and exploration, and relative freedom from prejudice (Olsen, 1973). It is important to emphasize within the vocational guidance program those programs and experiences that correlate with the developmental stages of the child. Such programs should deal with the following:

- Developing an awareness of self in relation to societal and work role
- Developing an awareness of an occupational structure, with the realization that most individuals work and their work is interrelated with others
- Developing a positive attitude toward work in terms of personal rewards
- Developing an awareness of the many occupational careers available

- Developing a positive attitude of respect and appreciation toward workers in all fields

- Promoting the importance of continued selfawareness to help students determine meaning and eventually make satisfactory vocational decisions

- Encouraging planning with respect to eventual vocational and educational endeavors

- Overcoming industrial ignorance through systematic exposure to workers and work settings

- Making education more relevant by showing the relationships between school and community

The Vocational Guidance Team at the Elementary Level

As with all educational levels, every individual who has contact with the student could be considered a part of the vocational guidance team. Key individual members of the vocational guidance team at the elementary level include the elementary counselor, the teacher, the school principal, the school superintendent, the school nurse, the speech therapist, the school psychologist, and the librarian. It is realized that all school systems will not be privileged to every position listed, and that some schools will be in a position to employ additional professionals.

At the elementary level, the school counselor plays a vital role in providing vocational guidance services to students. For this reason, the areas of responsibility of the counselor in regard to vocational guidance are outlined first, followed by those of supportive personnel within the vocational guidance team.

Elementary School Counselor

The Elementary School Counselor's role and responsibilities include the following:

- Consulting with teachers in areas related to pupils' total development with special emphasis of primary year experiences relating to long-range vocational development

- Demonstrating methods to enhance self-understanding in children that relate to vocational development
- Demonstrating vocational group guidance in the classroom
- Structuring with the teacher a classroom climate favorable to self-growth and vocational development
- Demonstrating methods of conducting vocational guidance activities creative media
- Identifying children who need special programming or assistance
- Selecting, using and interpreting vocational instruments to identify needs of children or to evaluate the school program
- Determining impact of social, cultural, and economic changes as they affect the child's vocational development
- Observing programs with teachers relating to vocational guidance
- Working with groups of children within the counselors office or in the classroom in conjunction with the teacher to facilitate self-awareness, occupational awareness, and total vocational development
- Assisting teachers in preparing experiences that help children cope with growth stages, transitions and developmental problems that relate to vocational development
- Helping students understand group and individual social roles
- Helping students achieve personal autonomy
- Dealing effectively with building relationships, and stressing the importance of relationships in vocational development
- Providing support during transitional growth and vocational stages

- Working with individual children to facilitate human development, with special emphasis on vocational development

- Providing individual counseling of children who need temporary assistance, experiencing transitional problems, or developmental problems

- Conducting case studies of children to provide diagnostic information involving children not performing adequately but who are not seriously disturbed

- Working with groups of parents to facilitate the child's human development, with special emphasis on factors related to vocational development

- Discussing and interpreting various aspects of the on-going school vocational guidance service

- Interpreting curriculum modifications, program revisions, and vocational programs to parents and community

- Discussing developmental problems of children in relation to vocational development

- Discussing teacher-parent-child problems and how these affect future development

- Identifying needs of specific children and discussing with parents more effective ways of dealing with those needs (preventive)

- Counseling with parents during transitional growth phases regarding developmental and vocational concerns

- Working with administrators regarding program, practices, and services relating to the total development of the child, with special emphasis on vocational development

- Consulting with administrators about needed program changes and implementation of new approaches and trends

- Discussing curriculum modification and revision
- Providing opportunities for supportive vocational counseling relationships
- Working with specialists on referral in order to handle exceptional situations that, if not handled in a preventive manner, would in the long run affect the vocational and total development of the child
- Coordinating services with the school nurse, child welfare worker, school psychologist, social worker, speech therapist, and physician for continuous expedient referral
- Consulting with specialists recognizing unique problems faced by the child that demand preventive services
- Working in an evaluation-research role, the counselor provides services related to development, implementation, and evaluation of programs and practices affecting the child's total development and future vocational plans
- Evaluating and revising vocational guidance services related to self-awareness
- Evaluating and revising vocational guidance services related to vocational information
- Evaluating disseminator systems used in providing occupational information and experiences to students

Elementary School Teacher

The classroom teacher is a key person in the elementary vocational guidance program. The teacher spends more time with this group of children than does any other person outside the home. The teacher and counselor would work closely together in carrying through the following vocational guidance responsibilities by:

- Providing a classroom environment conducive to the development of a healthy self-concept
- Providing classroom activities relating to increasing self-awareness

- Providing classroom activities relating the importance of self-awareness to vocational entry and success
- Providing activities in the classroom focusing upon a positive attitude towards work
- Realizing the impact of school experiences on the development of desirable traits, attitudes, values, and dispositions relating to vocational development
- Continually intergrating occupational and educational information into the students' educational experiences
- Orienting children to the world of work through available resources as:

  (1) Role playing
  (2) Use of dramatization and skits
  (3) Autobiographies
  (4) Self-appraisal ratings
  (5) Field trips
  (6) Guest speakers
  (7) Game simulations

- Interpreting and explaining guidance services to students and parents
- Serving as a member of the vocational guidance team in planning, developing, implementing, and evaluating vocational guidance services

School Nurse

The school nurse, also an important member of the vocational guidance team, assists in the following manner:

- Helping identify physical defects that could hinder the student's maximun development and that could drastically affect vocational development
- Conferring with the counselor, teacher, and appropriate administrator concerning health care problems of students
- Assisting students in establishing positive health habits that will, in the long term, affect both total development and vocational development of the child

School Principal

The school principal, as head of operations within a building, plays a key role in the development of a comprehensive vocational guidance program. The following areas of responsibility relate to the support and continuance of such a program:

- Providing adequate vocational guidance facilities, materials, and clerical assistance
- Organizing a school guidance committee with emphasis on vocational guidance and encouraging its development as an advisory and policy-recommending body
- Furnishing leadership, support, and encouraging cooperation toward developing a comprehensive vocational guidance program at the elementary level
- Helping define the role of various staff members in regard to the vocational guidance program
- Coordinating vocational guidance planning with all phases of educational planning
- Promoting and encouraging in-service vocational guidance for the entire school staff
- Establishing and maintaining continuous communication with business and community regarding vocational guidance services within the school system
- Providing for continuous evaluation and improvement of the vocational guidance services being offered in the school system

School Superintendent

The school superintendent plays an important role in overall support and development of vocational services because this person is in a position to do the following:

- Request sufficient facilities, funds, time, and personnel to develop a comprehensive vocational guidance program

- Include vocational guidance functions and purpose within overall school philosophy and objectives
- Present to the board the overall vocational guidance program and services of the school system
- Encourage and support in-service vocational guidance activities

Speech Therapist

For many students, the speech therapist can be a key individual in relation to their overall development and their vocational development. The speech therapist provides the following services that indirectly relate to vocational development:

- Assists in pre-school screening to detect speech impediments that can, when untreated, be debilitating to overall vocational opportunity and development
- Diagnoses and carries out specific recommended procedures to alleviate speech impediments at an early age level

School Psychologist

By working closely with counselors, teachers, and parents, the school psychologist can provide an invaluable service toward facilitating the student's total development and vocational development through the following:

- Administrating and interpreting special and individualized tests that provide developmental information to students and parents
- Providing consultation with vocational guidance team regarding students with special concerns

School Librarian

The elementary school lilbrarian is in a position to provide many services in conjunction with the vocational guidance team to further,each child's vocational development. Basic responsibility areas include:

- Keeping the vocational guidance team informed of new materials available that would be benefical to students
- Displaying vocational guidance materials and making sure they are easily accessible to student
- Designating special sections of the library to vocational guidance areas dealing with vocational planning, bibliotheraphy, etc.
- Maintaining up-to-date references helpful to other vocational guidance team members

Through close cooperation between members of the elementary vocational guidance team, all children should be reached. Careful planning, with adequate scope and depth of services, should include a systematic procedure to measure desired results. The primary goal at this level should be toward self and vocational awareness with an emphasis on prevention and detection of problems and concerns that in future years may hinder the child's vocational development.

Basic Activities Conducted by the Elementary Vocational Guidance Team

A wide range of creative practices, programs, and activities have been devised in order to carry forward comprehensive vocational guidance services to young children. Examples of various methods to use in dealing with occupational and self-awareness include:

Role Playing—Pretending is considered to be a more spontaneous method than dramatization, and frequently produces more ingenuity. By identifying oneself with various occupations, such as those of farmer, doctor, teacher, nurse, scientist, lawyer, engineer, actor, or a host of others, the child can learn much

about the workers in these fields. In some projects, they can get a deeper feel of the particular job by using some of the actual tools used in the field represented. Role playing frequently encourages children to observe work in the occupations they have represented.

Observation—A child taught how to make accurate and objective observations will have in hand a tool which will assist in the study of many occupations through observation of what is done by workers in various areas. Once this habit of observing people at work is formed, a child will be able to accumulate information about jobs while engaging in many types of activities which can be utilized when considering a choice of occupation. The child can be taught to improve the ability to observe by encouraging study of what is observed. Outlines for the study of an occupation can be found in most guidance textbooks. The advantage of teaching children how to observe is that it provides a technique essential to many learning methods other than the study of an occupation.

Quiz Contests and Panels—Programs modeled after "What's My Line?" and various quiz shows and spelldowns are popular with youngsters after about the third or fourth grade.

Interviews—To teach children how to interview is to provide them with yet another tool they will use throughout life. They will need to interview to obtain occupational information from people and they will utilize it later in their efforts to secure a job. Methods of interviewing can be taught to elementary school children through the use of observation and demonstration techniques. Role playing is also a prime method of teaching the use of the interview. Children especially like to see the teacher interview a person, or being interviewed. They also like to observe others being interviewed and to listen to tape recordings. They like to interview each other in role-playing situations, especially if the interviews are recorded and played back to them. To begin, it may be best to start by providing a set of questions to be asked about jobs. A few simple rules to follow may be needed, and the teacher can usually supply these from experience.

Counseling—This is the one indispensable method of providing occupational and vocational guidance and information to youngsters at all levels. As elementary school children are presented with the opportunity to study information about various occupations and to do some thinking about their own role in the world of work, they are sure to have questions they will want to

ask the counselor. In particular, they will want opportunities to talk about personality factors, those that may prove to be an area of strength or weakness, conflicts with parents about vocational choice, and problems centered around test scores. Questions of this type frequently are regarded by a child as too personal to discuss in a group session. Individual and personalized counseling, on a basis for the youngster to feel free to explore and talk about self personal problems with an understanding adult, is the heart of any guidance program.

Tests, Rating Scales, Personality Inventories, Interest Inventories, and Problem Check Lists—An individual never reaches the stage in vocational maturity when intelligent and objective choices and decisions of a vocational nature can be made until presented the opportunity to explore and discover personal interests, abilities, personality strengths and weaknesses, and some assessment of individual problems and adjustments in relation to growth and developmental patterns. When the child is ready for such an experience is debatable. On the child's level, readiness probably is going on at all growth stages. The teacher should be sure of the readiness of the elementary school child before imparting personal information which might be upsetting to both the child and the parents.

As a general policy, it is probably best to conduct only general discussions about personality factors, abilities, and aptitudes, and to answer only those questions which the youngster initiates prior to the fifth grade. After the fourth grade, a child may wish to delve deeper into all of the problems related to ability, aptitude, interests, and personality problems in relation to all aspects of growth and development. Group processes and individual counseling may contribute toward assisting in resolving some of the problems being faced at this time. One rule must always be inforced: Keep whatever program that is initiated for elementary school students on their developmental and experiential level.

Written Information—Through books, pamphlets, periodicals, newsletters, school newspapers, special displays in classroom and on bulletin boards, and the strategic use of comic strips, the vocational guidance team can utilize a valuable means of placing information before children. All of these will call attention to the services which the school offers in assisting the student in obtaining occupational information needed. It is extremely important to keep all information current by removing out of date material as necessary.

Correspondence with Successful Persons in Various Occupational Fields—This method is often chosen as a class project. It can be confined to local persons who have been contacted ahead, or it can be spread to a larger area which will allow students to use their own initiative. The teacher should assist the student by discussing questions to be asked and by making sample letters available. Replies to letters can be placed in a scrapbook for display in the school library.

Radio and Television Programs—These can be actual programs, or they may be acted out programs. The students can invite some successful individual to the class or a discussion group. A panel of students can be prepared to ask questions about the person's job and ideas about things which might be of interest to them. Taping some of the interviews can also prove exciting. One or more students can be appointed to report to the local school newspaper what they thought were the most important things discussed.

Vocational and Occupational Orientation Scrapbooks—It is always surprising how many articles children can find in the daily newspaper and in magazines that relate to various occupations. Prizes such as a nice book or something similar can be offered for the best prepared, best arranged scrapbook, which can be prepared as a class or group project. In some instances, teachers have simply encouraged children to undertake the project on their own by keeping all information relating to the vocations and general considerations in which they were interested.

Reading Biographies of Successful Persons in Various Occupational Fields—The school librarian can be encouraged to participate in this project by displaying books which are appropriate for the various developmental studies or projects. The teacher can assign reading for class discussions and can encourage the students to do some reading individually.

Bibliotheraphy—This is a project primarily for teachers. Several excellent bibliotheraphy lists are available, and these are classified according to interests and problems which children may face. The teacher, by identifying the problems of the students in the class, can often suggest books which may be helpful to a child. The teacher should also have available a list of books for parents who may be facing particular problems with their children.

Junior Career Day—This is a time when representatives from various occupations and professions in the community can be invited to the school to talk with children in various classes about their work. The teacher should prepare the children for the visits, and should plan follow-up studies to give the students an opportunity to ask questions which the discussions with the representatives may have produced. The adults who participate in the program should also be prepared through a briefing about the age group they will contact. An outline covering points which might be stressed for children at various ages should be given in advance to the representatives.

Bulletin Boards—This type of display always has a fascination for students, especially if they are allowed to participate in the planning and arranging of the material. They should be encouraged to select and classify material that would be used. Such a project can be confined to a classroom, or it can be an all-school project in which various classes are given the responsibility of the board at different periods. Original material, as well as that clipped from newspapers and magazines, could be used. Any bulletin board displays should be kept current, and never should out-of-date material be permitted to remain because this will negate the effectiveness of the information presented.

Audiovisual Aids—Material such as posters, films, filmstrips, slides, tape recordings, radio and television programs, and overhead projectors can be used to promote independent projects. These also can be utilized as supplements to almost every aspect of a well planned occupational orientation and guidance program. When material of this type is used as a basis for programs for elementary school students, careful selection is necessary to insure that it is appropriate for the age level for which it is to be used. Programs which include audiovisuals could be followed by discussion which will permit students to ask questions in order to clarify any doubtful points.

Field Trips—Supervised visits to offices, plants, business concerns, farms, ranches, museums, airports, and various industries are all projects that are extremely popular with elementary school children. However, careful planning, well in advance, and careful supervision as the program is carried out must be maintained. A follow-up program will also be needed in order to permit students to discuss and evaluate what they have learned. Parents should be included in planning and supervising this type of program, which can be adapted to almost any class unit in the elementary school.

Demonstrations—Seeing a person show how something is done is always interesting to elementary students. A firefighter showing how to use fire-fighting equipment, a chemist demonstrating some of the techniques used in the laboratory, a nurse showing how to give first aid, a dog trainer demonstrating how to handle a dog, or an astronomer explaining the use of the telescope are but a few of the possible projects with vocational significance. Demonstrations help the child understand, and at this age this type of program is a largely "show me how" method.

A wide range of other methods and practices have been implemented, yet these activities exemplify the types and kinds of programs available at the elementary levels which relate to vocational guidance.

In conclusion, Robert Hoppock summarizes well the importance of vocational guidance at the elementary level. Hoppock cited eight specific purposes for presenting occupational information and for providing vocational guidance services at the elementary age:

1. Increases the child's feeling of security
2. Encourages the child's natural curiosity
3. Extends the child's occupational horizons
4. Encourages wholesome attitudes toward all useful work
5. Develops a desirable approach to occupational choice
6. Helps students who drop out of school in going to work
7. Helps students who face a choice between different high schools or high school programs
8. Shows children who really need money how they can earn it

It is believed that if the above roles and responsibilities are carried forth by the elementary school vocational guidance team, major strides will be made in accomplishing Hoppock's purposes.

Chapter 3

VOCATIONAL GUIDANCE AT THE MIDDLE SCHOOL LEVEL

Introduction

A deep appreciation of workers and what is expected of them has been emphasized from kindergarten through the sixth grade. During this educational period, self-awareness and occupational awareness activities have been implemented to develop a positive attitude towards self and work. In grades 7-9, vocational guidance activities attempt to provide a realistic basis for occupational considerations. Typical units on occupations and self-understanding include: job interviews, exploring careers within different career clusters, self-appraisal, educational planning, and focusing upon economic and societal factors relating to the world of work. This age level is often defined as an *exploration stage* in the vocational development literature. It is a time when student responsibilities can be related directly to the consequences of the decisions they have previously made. According to Evans (1973), social and sexual roles and skills are the only middle/junior high school concerns outranking vocational/career considerations. At this level, the student is presented, in a systematic manner, additional occupational and educational information and begins to assess and evaluate personal interests, aptitudes, values, and abilities in relation to the world of work. Therefore, the junior high school level, often neglected in the literature, is an extremely important time when a variety of vocational guidance services are implemented to facilitiate the youngster's vocational development.

Stated briefly, the following goals are identified as being extremely important at the middle school level. The vocational guidance team should:

- Provide an opportunity for the student to become acquainted with occupational and educational opportunities in the community
- Assist students in evaluating their interests, abilities, values, and needs as they relate to occupational roles, and future career plans

- Provide students with opportunities for detailed exploration of selected occupational clusters, leading to the tentative selection of a particular cluster for the further exploration

- Assist students in selecting basic subject areas to improve performance and make subject matter more meaningful and relevant through focusing on relationship to specific career areas

- Provide an opportunity for the student to match what has been discovered about self with facts discovered about workers in the occupational areas studied and investigated

- Acquaint students with curricular programs that will be available to them at the senior high level and beyond

- Aid students in developing positive attitudes toward all types of socially useful work, and to develop an understanding of oneself that will lead to responsible occupational decisions

The Vocational Guidance Team At The Middle School Level

At the elementary level, it has been established that all individuals who have contact with the student are considered a part of the vocational guidance team. This is also certainly true in regard to the middle school level. Members of the vocational team include the school counselor, the academic teacher, the vocational industrial arts teacher, the occupational orientation teacher, the special education counselor, and, of course, the school principal.

It is important that the vocational guidance personnel team work closely together at the middle school level. A closely knit team will help the student in areas of clarification of self-concept, taking responsibility in vocational planning, acquiring knowledge of occupations and work settings, and formulating tenative career goals.

Counselor

The middle school counselor provides the following vocational guidance services:

- Assists teachers in becoming informed concerning the career implications of their subject matter
- Provides vocational information and an on-going resource system consisting of materials and information needed by teachers to combat both racism and sexism
- Gathers, reviews and disseminates appropriate vocational information
- Writes measurable objectives and establishes an evaluation system for the total guidance program at the junior high school level
- Utilizes the sources and talents of support personnel in other areas to facilitate the vocational development of students
- Communicates vocational guidance needs of students to curriculum experts in ways that form a significant portion of the base data required for possible changes in curricular offerings that should be made available to youth
- Demonstrates vocational group guidance in the classroom
- Selects and interprets vocational appraisal measures to help students identify interests and abilities
- Works with groups of parents and community members to facilitate the student's human development with special emphasis on factors related to vocational development
- Coordinates services with other personnel to provide the atmosphere for vocational progress and development

In fulfilling the above responsibilities, the counselor works closely with personnel within the school, community and business world.

Classroom Teacher

The junior high school teacher, who is working with the student going through many social and physical changes, probably has one of the most difficult positions within education. The transition from elementary to middle school alone is difficult for many. This is the time in a child's life that greater independence is sought but yet cannot be attained due to age and societal limitations. Decision making becomes more important since future school activities and study selection will relate to present subject and activity choices. The teacher works closely with other personnel in carrying through the following vocational guidance responsibilities by:

- Providing a classroom environment supporting openness and exploration in relation to learning about and understanding self and vocational possibilities
- Encouraging exploration of vocational possibilities through school and community resources
- Providing classroom activities relating subject matter to vocational areas of interest
- Utilizing school material and human resources in human and vocational development within one's classroom
- Working with parents in interpreting the vocational guidance program
- Working with community in explaining the vocational guidance program and discussing experiences they could provide to students at this age
- Identifying how to overcome societal barriers which may hinder further career/life goals
- Working with other school personnel in helping the student acquire knowledge of occupational and work settings, knowledge of educational and vocational resources, and a sense of independence; formulate tentative career goals; and assume responsibility for vocational planning.

Occupational Investigation Teacher

The unique position of the occupational investigation teacher within Texas provides the student with greater opportunity for self- and career-exploration. The occupational orientation teacher is responsibile for teaching classes, and for aiding students in their vocational planning and develpment. Such courses focus on self-appraisal, educational planning, and the effects of economic and societal factors on career planning. In addition, career clusters are fully examined by students. The role and responsibilities of the occupational investigation teacher are described fully in other Texas Education Agency documents.

The following responsibilities are relative to the occupational orientation teacher's role as key person within the vocational guidance team. In this regard, this teacher works closely with other building personnel in filling the following vocational responsibilities by:

- Providing classroom instruction (1) to further the understanding of self, and to demonstrate how knowledge of interests, values, aptitude, and personality relate to career planning, (2) in identifying economic and societal factors affecting career planning and development, (3) in educational planning, and (4) in the investigation of career clusters

- Providing vocation information to students in regard to job trends, job characteristics, salaries, etc.

- Working closely with teachers and counselors to provide vocational programs that will provide students with a greater awareness of self and future vocational possibilities

The occupational investigation teacher is in a unique position to provide systematically structured experiences for the student. The classroom format provides the opportunity for self- and vocational exploration. This delivery system has the potential to reach more students than would customarily be reached through the traditional counseling office by identifying:

- Special skills required for job performance

- Physical and educational job requirements

- Tools and equipment essential for certain jobs
- Barriers in relation to certain occupations
- Procedures to follow in order to become qualified in a certain job
- Legislation affecting various jobs
- How people feel about particular jobs

The Decision-Making Process– Case studies, role playing, game simulation activities, films, filmstrips, work guides, individual counseling, and group guidance programs are examples of methods used in helping students focus on the decision making process.

Examples of topics frequently covered in the area of decision making include:

- Values and their relation to decision making
- Self-concept and decision making
- Examples of good and poor decision making
- Quick decisions
- Relationships between various decisions
- Present decisions and future plans
- Priortizing decisions
- Logical decision making
- Vocational planning

The three activitity classifications were chosen only because it was thought that most of the activities of a vocational guidance team could fall into one of the categories: self-exploration, vocational exploration and development, or the decision-making process. A wide range of creative activities have been developed and implemented by middle school vocational guidance teams. In

order to save space, only broad, general topics have been emphasized and discussed in this publication. However, the topics covered and the responsibilities of the school personnel clearly identify the importance of the strong and cohesive vocational guidance program at the middle school level.

Vocational Industrial Arts Teacher

The industrial arts teacher is an important member of the vocational guidance team because although teaching in a special skill area, this person has long been recognized as one whose teaching goes beyond the development of the basic vocational skills needed to do a job. Because of having far greater contact with many students than do other school personnel, the industrial arts teacher must carry many of the same responsibilities as other vocational guidance team members in facilitating the vocational development of students enrolled in industrial arts classes. Unique contributions of the industrial arts teacher to a comprehensive vocational guidance program may include:

- Providing realistic educational and occupational information to students and staff based on knowledge of occupational fields and continuous contact with workers and work settings
- Identifying and recruiting resource persons in the employment community to assist in the school work program
- Providing exploratory experiences in vocational classrooms, labs, and shops for students not enrolled in occupational preparation programs and assisting those teachers who wish to incorporate "hands on" types of activities in their courses
- Identifying basic and academic skills and knowledge needed to succeed in the occupations of their field, and communicate this information to academic teachers and guidance specialists
- Assisting academic teachers and guidance specialists in designing appropriate occupational exploration experiences

- Providing students with information about vocational offerings and about guidance specialists with information about the kinds of careers for which students are prepared
- Assisting students enrolled in industrial arts courses in analyzing and interpreting their learning experiences for a better understanding of self in relation to occupation and the world of work
- Planning and providing vocational instruction which prepares students to enter, adjust, progress, and experience a variety of occupational training fields
- Assisting students in identifying a wide range of occupations to which their vocational instruction is applicable
- Encouraging employers to assist in expanding student awareness of career opportunities
- Arranging observation activities for students and school staff to help them learn more about occupations and work settings
- Participating in the planning and implementation of a comprehensive vocational guidance program

Special Educator Working With Learners With Special Needs

The responsibility for the personal, social, and educational development of the handicapped child is shared by a group of people. In the schools, the initial determination of who will be eligible for special needs services is made by a carefully organized team with personal and professional commitments to help those experiencing unusual learning difficulties. "This team, often called the Educational Planning and Placement Committee (EPPC), may be composed of one or more of the following: special education teacher, parent, occupational instructor, administrator, one of several therapists or specialists, and, in most instances, the learner who is having difficulty" (Phelps, L.A. and Lutz, R.J., *Career Exploration and Preparation for the Special Needs Learner*, 1977). It is believed that all vocational guidance team members would contribute to facilitating the vocational

development of the special needs student. Some of the basic responsibilities of the special educator working with the special needs students are:

- Identifying the special needs of the student
- Determining if a student qualifies for speical needs services available
- Identifying services that can be provided to increase the learner's opportunities
- Identifying vocational exploration and preparation programs available
- Identifying vocational and long-range career opportunities available that meet with the learner's abilities and interest

Middle School Principal

A principal carries the ultimate responsibility in the building for all programs and services, including vocational guidance services. Therefore, the principal is involved in all aspects of the vocational guidance program, which involves program development, program management, program adoption, and program evaluation. More specifically, the principal's responsibilities include:

- Providing active encouragement and support of the vocational guidance program
- Exposing the idea of vocational guidance as a responsibility of each staff member
- Promoting experimentation and flexibility in program and curruculm
- Arranging for in-service education of staff in vocational guidance and human relations
- Organizing and encouraging development of a vocational guidance committee composed of staff members, students, parents, and community leaders

- Providing necessary personnel, space, facilities and materials
- Encouraging constant evaluation and improvement of the program

Basic Activities Conducted by the Middle School Vocational Guidance Team

Only within the past few years have creative programs been published describing vocational guidance activities at the middle school level. The importance of vocational guidance at this stage is now realized and is exemplified by the greater availability of vocational guidance materials. Examples of methods and activities conducted by members of the vocational guidance team at the middle school level include:

Self-Exploration—Tests, rating scales, individual counseling, and group approaches are often used to explore self. Characteristics often focused include values, motivation, physical abilities, creativity, interests, personality, reliability, communication skills, and special aptitudes. For example, topics in the area of self-exploration might include:

- Defining attitude as related to human relations
- Discussing why people loose their jobs because of human relations problems
- Discussing skills and aptitudes necessary for various areas of work
- Discussing listening and its importance in all aspects of life, including on the job.

Vocational Exploration and Development—Films, filmstrips, resource persons, guest speakers, field trips, special reports, and newsletters are some of several methods used to aid students in vocational exploration. Examples of topics most frequently covered in the area of vocational exploration include: (1) importance of an occupation in relation to society, (2) duties relating to occupations of interest, (3) trends in the world of work, (4) number of workers engaged in different occupations, (5) special skills required for job performance, (6) physical and educational job

requirements, (7) tools and equipment essential for certain jobs, (8) barriers in relation to certain occupations, (9) procedures to follow in order to be qualified in a certain job, (10) legislation affecting various jobs, and how people feel about particular jobs.

The Decision-Making Process—Case studies, role playing, game simulation activities, films, filmstrips, work guides, individual counseling and group guidance are examples of methods used to help students focus on the process used in making decisions. Examples of topics frequently covered in the area of decision making include (1) values and their relationship with decision making, (2) self-concept and decision making, (3) examples of poor and good decision making, quick decisions, (4) relationships between various decisions—present decisions and future plans, for example, (4) prioritizing decisions and making logical decisions, and (5) vocational planning.

The three classifications—self-exploration, vocational exploration and development, and the decision making process—were chosen only because it was thought that most of the activities of a vocational guidance team could fall into one of these categories. A wide range of creative activities has been developed and implemented by middle school vocational guidance teams. To save space, only broad, general topics have been emphasized and discussed in this publication. However, the topics covered and the responsibilities of the school personnel clearly identify the importance of a strong cohesive vocational guidance program in the middle school.

Chapter 4

VOCATIONAL GUIDANCE AT THE HIGH SCHOOL LEVEL

Introduction

While in the elementary grades an appreciation and understanding of the world of work has been instilled in the student, in the middle school, the student then begins to develop more realistic ideas and plans in relation to many occupational considerations by becoming involved in vocational planning by examining several career fields. This leads to the senior high level when the student becomes involved in more in-depth investigation concerning a vocational future.

Senior high school involves the realization of the importance of the ability to make one's own economic way in life. Such a process involves educational planning, vocational preparation, and sound guidance contributed by members of the vocational guidance team. Many career theorists say the high school level is the most crucial time in the process, in terms of vocational direction and long-term career planning. It is said that this is a time when the student will listen, especially when about ready to graduate.

If sound vocational guidance services are delivered at the elementary and middle school levels, the student will then be able to benefit more fully from programs in senior high school. Yet, without an organized and coordinated vocational guidance program the accomplishments made at the earlier levels will be quickly negated. Therefore it is important not only for team members at each level to work in unison but also for the various vocational guidance teams at each level to coordinate their total K-12 activities and vocational guidance objectives.

The following goals have great import at the senior high school level. This list, although not considered to be all-conclusive, does relate to the basic goals of a senior high school vocational guidance team. The vocational guidance team at the senior high level should:

- Provide opportunities for testing and developing one's abilities, aptitudes, and other personal resources in relation to requirements for preferred occupations

- Acquaint students with information concerning education and training programs
- Help in the discovery of one's own life style needs and understand how vocational choice may affect future life style
- Arrange opportunities for future investigation and experience in work settings and occupations
- Provide opportunities for students to further acquire knowledge of vocational and educational paths
- Detail the relationship of past experiences, present high school courses and jobs to future vocational plans
- Provide opportunities for students to prepare for the continuous change in the world of work
- Provide opportunities for further reformulation of tentative vocational plans

The Vocational Guidance Team At The Senior High School Level

The senior high school student has contact with a large number of school service personnel. In this regard, all school and community people with whom the student has contact can be considered members of the vocational guidance team. Because of the number of different professionals working within the school/community milieu, it is difficult to delineate role and responsibility statements for everyone. Yet, there are certain individuals within the secondary school system who, because of their position, have taken leadership roles in providing vocational guidance services to students. Key members of the vocational guidance team at the secondary level include: the vocational counselor, the classroom teacher, the guidance coordinator, the placement coordinator, and the school principal. The role and responsibility of each of these professionals in relation to vocational guidance are described in the following pages.

Vocational Counselor

The vocational counselor plays an intergral role in relation to the total guidance and counseling program at the secondary school level. More specifically, the vocational counselor provides and coordinates a wide range of experiences that assist the student in vocational and life planning. The vocational counselor is in constant contact with the student, the community, and with personnel from several schools. The vocational counselor provides the following guidance services:

- Works with administrators and school counselors for effective dissemination of occupational information to students
- Works with feeder schools by disseminating career, occupational and vocational training information
- Works with administrators in determining need and extent of skill development required for existing employment opportunities
- Selects, administers, and interprets test instruments used in assisting students in making occupational choices
- Provides individual and group counseling to assist students in making decisions related to course selection and occupational choices
- Identifies students who may benefit from participation in vocational education programs
- Works with administrators, school counselors, and teachers in providing for orientation of students relating to vocational programs
- Provides teachers with occupational information which can be incorporated into the instructional program
- Serves as a liaison with business, industry, the professions, and the school district
- Assists with follow-up studies of former vocational students, graduates, and drop-outs with the intent of improving the total program

- Assists teacher and coordinators with job placement of secondary students

- Assists with job placement of students seeking part-time employment

- Maintains information on present and projected occupational and educational opportunities

High School Counselor

According to the American School Counselors Association "statement policy for Secondary school counselors," a secondary school counselor is a professional educator with specialized, graduate-level training in counseling and related guidance services. A key role played by the counselor relates to providing vocational guidance services to students and working with other members of the vocational guidance team. The secondary school counselor provides the following vocational guidance services:

- Aids in planning the development of a comprehensive vocational guidance program

- Communicates the counselor role and responsibilities to other staff members and assists them in understanding their own roles and responsilitities in the total guidance program

- Counsels individuals and groups for the purposes of aiding students in self-exploration, self-evaluation, and self-acceptance

- Aids students in considering possible plans of action, selecting appropriate alternative solutions, and gaining confidence in their own ability to make vocational and career choices

- Conducts pupil appraisal in relation to vocational planning

- Provides educational and occupational planning and information

- Assists in placement services in school and in jobs, and follow-up services on these placements

- Consults with parents (helps parents understand their children better)
- Consults with teachers and administrators
- Provides leadership and acts as a resource person in vocational guidance activities conducted within the school
- Helps youth prepare for and accept the possibility of the need to change their jobs or careers as technology, social development, and the economy may later dictate
- Assists students in finding avenues for self-identification, self-expression, and self-fulfillment in non-employed activities if employed work does not fulfill these needs

High School Teacher

The high school classroom teacher has the opportunity to make contributions to the vocational guidance team by incorporating guidance services within the classroom. In this regard, the teacher is viewed as student-centerd with an interest in practices that will facilitate each individual student's vocational development and career planning. The secondary school teacher provides the following vocational guidance services:

- Helps parents understand and encourage vocational planning and the career development process as it relates to their children
- Provides vocational exploratory experiences to help students gain an understanding of worker characteristics and work requirements
- Provides opportunities within the curriculum for students to have decision-making experiences related to educational and vocational planning
- Assists students in synthesizing accumulated vocational development experiences in preparation for educational transitions

- Provides experiences to help students increase their understanding of their own capabilities, interests and possible limitations

- Provides vocational preparation experiences that will enable the individual in acquiring skills necessary to enter and remain in the world of work at a level appropriate to individual capabilities and expectations

- Provides, as an extension of the in-school learning experience, opportunities for the individual to experience work first-hand in a non-threatening environment

- Provides group vocational guidance experiences, with appropriate aid from guidance specialists and vocational educators, to regularly demonstrate the relationship between learning and job requirements

- Knows and stresses the educational and vocational outcomes of the subject. (Should integrate occupational and educational information into the students' classroom experiences)

- Seeks to understand the students collectively and individually, and should relate the teaching to the best development of the whole child, with emphasis on the relationship between vocational development and total development

- Joins with the entire staff in studying the needs of the guidance program in helping it get started, and in playing whatever part is beneficial to the program, e.g., services on the guidance committee. The teacher should assume responsibility for understanding and participating in the guidance effort

- Cooperates with others who deal with students, and encourages students to avail themselves of the services of the vocational guidance program

- Acts as a consultant to the counselor in the sense of providing needed information about particular career fields

Guidance Coordinator

The vocational guidance coordinator provides the initial support, leadership and continued encouragement for the vocational guidance program. Responsibilities that relate specifically to the guidance coordinator in relation to vocational services include:

- Encouraging and supporting in-service training, research, evaluation and follow-up services relative to vocational guidance
- Working with other administrators in providing a sufficient number of qualified guidance personnel, including secondary school vocational counselors to work with students
- Working with other administrators in providing adequate budget, facilities, clerical assistance, and materials to carry out a comprehensive vocational guidance program
- Coordinating vocational guidance plans as an integral part of the total program and the entire educational process
- Assisting in establishing a guidance committee representing the various components of a guidance program
- Assisting the counselors in interpreting the guidance program to the faculty, students, and community

Placement Coordinator

The vocational counselor, regular counselor, and teacher work closely with the placement coordinator. Constant interaction between the job placement coordinator and other vocational guidance team members should be maintained. The Texas Education Agency, Department of Occupational Education and Technology, has defined the Job Placement Coordinator's role as follows:

- Performs public relations activities with persons who may help promote placement services
- Makes job availability surveys of business and industrial concerns in the local community

- Maintains a file of job openings which includes both part-time and full-time jobs for all levels of abilities and interests
- Visits local employers to establish contacts, determine employment needs, and evaluate employment sites
- Surveys vocational training opportunities of all kinds that may prepare students for employment
- Makes contacts concerning job training for the handicapped and other people having special needs
- Maintains records of all placements, the value of the job experience for students, and benefits derived by the employers
- Initiates planning for inservice training activities designed to familiarize persons with the placement services or to provide specialized information or training for persons who will assist in the operation of the activity.
- Prepares or assists in the preparation of a placement handbook for students
- Interviews students and provides information on the objectives of the job placement activity
- Establishes procedures for pre-employment activities, such as interviewing, screening, testing, and inservice education
- Maintains follow-up records of student placements in order to improve the services

High School Principal

The high school principal carries the ultimate responsibility for the total guidance program. Student attitudes and initiative in the area of vocational guidance will directly relate to the kind and quality of vocational services offered to students. Some of the basic responsibilities of the high school principal in relation to vocational guidance services are:

- Providing active encouragement and support of the vocational guidance program
- Relating the importance of a sound vocational guidance program to each staff member
- Working closely with the school guidance coordinator in providing adequate staff, budget, and facilities to carry out effective guidance services for students
- Participating and supporting the development of a vocational guidance committee composed of staff members, students, parents, and community members
- Encouraging constant evaluation and improvement of the vocational guidance program

Special Education Counselor

The special education counselor has the ability to appraise the special needs of students; work with students, parents and staff; and facilitate the vocational development as well as the total development of the individual. Basic responsibilities of the speical education counselor in relation to vocational guidance services include:

- Conferring with teachers and other professionals regarding needs and concerns of students in relation to self and vocational development
- Appraising students individually or in groups to determine programs, practices, and methods that would facilitate the vocational development of special needs students
- Identifying the student who qualifies for special needs services that are available
- Identifying services that can be provided to the learner to increase vocational opportunities
- Consulting with teachers and other counselors through in-service training activities and with parent study groups in the field of social and emotional development of pupils, with an emphasis on special needs

In summary, the vocational counselor, regular counselor, special education counselor, teacher, guidance coordinator, placement coordinator, and school administrator all provide important services to the vocational guidance program. Responsibilities are overlapping and complementary. Because of this, a team effort stressing cooperation and agreement on overall departmental goals is most important. The following example of vocational guidance activities can be provided by one or several team members to facilitate the vocational development of students in grades 10-12.

Basic Activities Conducted By The Vocational Guidance Team At The Senior High School Level

A variety of programs and practices that have been implemented within the high school have been aimed at creating greater awareness of self and the factors that relate to long-term career planning. Additional programs have provided skill training, job experience, and career information. Activity example areas discussed briefly are divided into (1) vocational training, job experience, and information, and (2) self-appraisal and pre-employment skill building.

Vocational Training, Job Experience, and Information—The high school level provides students with the opportunity for in-depth vocational investigation. Methods of providing such experiences include job observation, scheduling coop programs for class credit, in-class vocational training programs, short-term work, and job experiences. Indirect career job experiences and information are also obtained through an organized guest speakers bureau, field trips, returning alumni, and career days. Students continue to increase their information base concerning career clusters via small group exercises, role playing, case studies, individual assignments, media materials, and outside reading.

Self-Appraisal and Pre-Employment Skill Building—Personal factors affecting one's career plans are important considerations at the high school level. Experiences to help students focus on personal factors are conducted by several members of the vocational guidance team. The classroom teacher has the opportunity to conduct such activities with a large group of students. Vocational counselors, regular counselors, and job placement coordinators also frequently visit the classroom in order to conduct such

activities. Small group exercises, role playing, testing, case studies, game simulations, individual interviewing, multimedia equipment and programmed materials have been used as vehicles in helping the student focus on personal factors and how these relate to short- and long-range career plans. Pre-employment labs also provide the student the opportunity to gain expertise in interviewing skills, job application completion, job seeking skills, and resume writing.

Factors relating to career development that are most frequently examined include: values and careers, goal-setting skills, personality factors and career choice, coping ability, interests, aptitudes, communications skills, and decision-making ability.

The above-stated responsibility statements concerning various members of the vocational guidance team indicate the depth and involvement of vocational guidance at the secondary school level. Areas emphasized and activities preformed by team members also relate to the comprehensiveness in terms of the vocational guidance program, yet the final measure of success will relate to the quality of personnel involved and their ability to work closely in performing innovative vocational guidance services for high school students.

Chapter 5

VOCATIONAL GUIDANCE AT THE COLLEGE AND ADULT LEVEL

Introduction

Career development is a continuous process. As previously mentioned in this text, all educational levels have certain responsibilities that, when combined, contribute to a comprehensive vocational guidance program. The faculty, administration, and special service personnel at the elementary, secondary, and college levels must work as a unit. As the student progresses, decisions become more demanding and complex. As an adult, the individual begins to realize the importance of previous decisions because of their effects upon present circumstances. The importance of sound career planning and vocational guidance is now realized if the individual is to maximize chances of becoming a contributing member of the work/life/leisure-time society.

Vocational guidance continues beyond high school. One finds vocational guidance services within trade schools, community colleges, universities and through correspondence courses and adult evening classes. The quality of personnel performing vocational guidance services at this level also must be of high caliber to meet the needs of a diversified population. Vocational guidance services need to be comprehensive, realistic and up-dated on a regular basis. The vocational guidance team should:

- Provide opportunities for the student to gain a greater understanding of self in terms of aptitudes, interests, abilities, skills, limitations, personality, and needs so that effective vocational decisions can be made
- Provide an understanding of the value of work to oneself and to society
- Provide knowledge of career opportunities and help the student understand the interrelationships between different career fields
- Provide knowledge of the changing society in terms of the economy as well as societal values which can relate such changes to future career decisions

- Provide for an understanding of the importance and relationship of continuing education and training to a variety of career areas

The vocational guidance team at the postsecondary level is responsible for carrying through the general goals outlined

The Vocational Guidance Team At The College and Adult Level

In this section the focus will be on a general team approach, with team members comprising those that would be common to community colleges, universities, trade schools, and other adult education and educational training centers. Although job titles may change from setting to setting, job responsibilities within these settings will be highly related and will reveal a certain degree of consistency. For the purposes of consistency, the job titles of the vocational guidance team working at the community college level will be used. Key members of the vocational guidance team are the counselor, faculty, special program personnel, the placement director, and the administrator.

Counselor

The importance of the counselor, counseling staff, or special services staff at the college and adult levels cannot be underestimated since these usually are the first individuals to have contact with the student. In this regard, the counselor provides the following vocational guidance services:

- Participates in planning, developing and coordinating the vocational guidance program
- Participates in determining the needs of students entering the institution
- Helps in determining career trends and occupational changes within society
- Interprets guidance services and institutional offerings to prospective students, employers, and community members

- Provides one-to-one and group vocational guidance services to students

- Conducts in-service programs and other means of keeping faculty and administration aware of occupational trends and vocational guidance techniques

- Works cooperatively with faculty in course and training program selection

- Works cooperatively with the placement coordinator in the areas of placement and follow-up

In fulfilling the above responsibilities, the counselor will work closely with other vocational guidance team members and will need to maintain an active role that goes beyond the boundaries of the counseling office.

The Faculty

A key element determing faculty involvement relates to the faculty's level of understanding of the purpose and importance of the vocational guidance program. Primarily, faculty will need to be brought into and encouraged to participate within the vocational guidance program by the counselor, placement coordinator, and administrator. Only with faculty involvement can such a program begin to have far-reaching influence, with students making significant gains. Some basic areas of responsibility by faculty members include:

- Assisting the vocational guidance program by participating in planning and organizing vocational guidance services

- Identifying problem areas and student needs

- Referring and consulting with other vocational guidance team members concerning the vocational plans and progress of students

- Participating in in-service programs regarding the advisement of students

- Participating in advisement of students

- Participating in planning and evaluating the vocational guidance program
- Relating occupational information to students in regard to their subject matter

Special Program Personnel

If community colleges, as well as most universities and trade schools are to meet the needs of a diversified adult population, they must be equipped with a special services staff. Unless special selective admissions standards are kept, services of a remedial nature need to be provided to assist students who come unprepared in certain areas. The special services staff may involve specialists in learning, reading, math and other areas. Despite the difference in titles, the roles and responsibilities of each will be similar. Basic responsibilities of special program personnel at the college and adult level include:

- Assisting students in the self-appraisal process in accurately identifying problem areas
- Providing students with opportunities to develop in deficient areas
- Assisting students in the self-adjusting process
- Assisting students in expanding their strengths and special talents
- Working closely with the counselor, teacher, and placement coordinator in providing special services to students in need
- Assisting in developing, implementing, and evaluating the total vocational guidance program

In summary, the special services program can be the catalyst for many students by providing them with a renewed opportunity to excel in their chosen career areas.

Placement Director

The individual in charge of placement at the adult/college level has immense responsibilities because seeking job opportunities for students for a wide range of programs, with skills from many fields, is both time-consuming and energy-absorbing. The major responsibilities of the placement officer at this level include:

- Assisting students in pre-employment skill areas
- Providing students with resources of where to look for a job
- Providing students with information about job openings
- Contacting and maintaining contact with employers and community
- Compiling and disseminating information on career trends and job opportunities
- Maintaining constant contact with the counselor and faculty in an exchange of career information
- Participating in planning, implementing, and evaluating the total vocational guidance program

In summary, the placement function can, in many ways, be considered the culmination of the guidance service as it assists students in entering the world of work.

Administrator

The administrator referred to in this section may be the Dean of Instruction, Vice-President for Student Affairs, Dean of Students, President, Dean of Guidance, Director of Student Development, etc., since titles will vary depending upon the institution. Despite the particular position of administrator at the college/adult level, the basic supportive responsibilities will remain constant. Basic responsibilities of individuals in an administrative role in regard to vocational guidance at the college/adult level are:

- Providing direct leadership to the professional counselors, special services workers, placement personnel, and other individuals involved in vocational and career development services
- Providing overt support to the vocational guidance team and their programs
- Providing adequate budget, personnel, and facilities to carry through well-designed vocational and career guidance services
- Providing input into the evaluation and continued development of the vocational and career development programs
- Articulating purpose and importance of the vocational and career development program to students, faculty, and community
- Participating in development and continued revision of the broad goals and direction of the vocational and career development program

The support of the administration can propel the vocational and career guidance program into a well functioning and widely used service.

The Vocational Guidance Team

The needs of the student at the four-year college, community college, and trade school levels are very similar. The individual at these levels needs information about occupations that are available and information relating to long-term career trends. This student realizes the need for self-knowledge and how this information can be beneficial to a successful career, and realizes the importance of the services offered by the counselor, placement director, and special services faculty. Because of this, the vocational guidance team offers career activities to the student within the classroom, the counselor's office, the placement office, after school, and on week ends. Special courses called Career Development, Career Exploration, etc., have been developed.

Values exploration, goal setting, time management, career prediction, communication on the job, coping ability, aptitude assessment, interest review, skill assessment, interviewing, resume writing, etc., are frequently covered in courses of this nature.

Individual career counseling sessions, testing, study groups, and career group counseling activities are always available. In addition, student organizations and career clubs often provide information about specific career areas in addition to providing the student with the opportunity to become more involved in a field of choice.

Placement counseling, pre-employment skill building, and orientation are continuous career activities performed at this level. With faculty working closely with other vocational guidance team members, occupational information activities are regularly incorporated into the classroom. Finally, for some settings computer-assisted occupational information has become a regular component of the vocational guidance services.

In summary, a well-coordinated, integrated vocational guidance program is viewed as a cooperative effort with contributions being made by all team members. Such a program, with the support of the administration and community, provides students with opportunities for growth and development in regard to vocational and career plans and dreams. When the vocational guidance team works together, among themselves, and with other educational levels, the students' vocational dreams can become realities and a career can provide life-lasting rewards for the individual and for society.

Chapter 6

SUMMARY

The need for a text describing the role and responsibilities of vocational guidance personnel has been widely acknowledged. Many professionals play important roles in the area of vocational guidance. The need for a clear role dilineation of vocational guidance personnel has increased as more professionals have become involved. Some of the professional groups, vocational counselors, teachers, and placement coordinators have found themselves with general or disarrayed vocational guidance guidelines. Because of this, costly overlap in role and responsibility exists, often within the same building. In other settings, a lack of progress is the result of the void related to role and responsibilities. With accountability continuing to be of great importance in a cost-conscious society, the need for clear role and responsibility statements becomes evident. It has been found that effectiveness can only be measured if personnel know what it is they are doing, and what direction they are going.

In order for comprehensive programs such as vocational guidance to avoid fragmentation, a team approach is recommended. For such an approach to be effective, each team member must recognize the contributions of the others. The vocational counselor needs to recognize contributions by the teacher, just as the teacher recognizes the contribution of the placement coordinator. In addition to recognition comes an understanding of how each professional views his/her work as building upon, strengthening, and generally interacting with the efforts of others. This conceptual focus is the cornerstone for building a strong and enduring vocational guidance program.

The role of vocational guidance workers has evolved over the past several years due to:

- The realization of the important role that work plays in relation to all aspects of the individual's life
- The rapid technological change demanding human adaptability and responsiveness

- The increasing national concern with the need to develop the many talents of women and minorities
- The continued individual search for values which will give meaning to one's life and one's work

Technology and value changes will continue to impact the methods and means used. But the following identified function areas will remain consistent in the field of vocational guidance as they have for so many years.

- Occupational/Information Services
- Vocational Appraisal
- Vocational Counseling
- Placement
- Consultation
- Research and Evaluation
- Public Information
- Planning and Development

It is intended that the reader carefully review the role and responsibilities of vocational guidance personnel that have been described in this text. It is hoped that a team approach develops and that students at all levels benefit from a comprehensive vocational guidance program that evolves from this approach.